Ministry of Education
Ontario

Hon. Thomas L. Wells
Minister of Education

Report of the Provincial Task Force on H.S.1: A Summary

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In August of 1972 the Ministry of Education, Ontario, established a provincial task force to provide opportunities for discussion and suggestions regarding the development of secondary school programs in the province, to assess the current state of implementation of the credit system, and to assist educators with curriculum development at the local level.

To carry out these objectives locally, a satellite task force was established in each of the ten regions of the Ministry. These regional task forces developed procedures for gathering responses at the local level through meetings, interviews, and surveys. A total of almost 16,000 persons responded to the invitation of the regional task forces to participate in the survey. At the same time, the Provincial Task Force on H.S.1 met with the representatives of provincial associations and institutions, and received private submissions. In addition, scores of letters received by the Ministry were perused.

The Provincial Task Force collated its findings and those of the ten regional task forces. These findings are summarized in this report under the headings used in *H.S.1.*

The Student's Program Within the Credit System

Philosophical Objectives

The general response to this section indicates strong support for the philosophical objectives of *H.S.1.* Positive comments from principals, administrators, and teachers ranged from the highly laudatory, such as the remark that the views put forth in this section represent "a major breakthrough in educational philosophy", to the approving but cautious, such as the comment that, although it is a good philosophy, it needs time to develop. Most negative comments related to specific problems of implementation rather than to the basic philosophy of the program. Generally speaking, this strong positive reaction suggests that no changes should be contemplated for at least two years.

There was general agreement that the flexibility inherent in the program was beneficial to students and that, as a result, they were more strongly motivated. In particular, students expressed the opinion that the credit system was forcing them to think about their individual goals and develop a greater commitment to the courses they had chosen. Some teachers and principals believed that better courses were being designed as a result of the need to match student interest and ability. The subject promotion feature of the system received considerable approval, especially with regard to the fact that it allowed students to move through the system with their peers and develop decision-making abilities without the setback of repeating a year.

On the negative side, many respondents expressed the view that the philosophy was too idealistic, impractical to implement, and did not place enough emphasis on intellectual attainments. A few objections centred around the view that it promoted the current intellectual and moral slackness of society and favoured the individual at the expense of society. One area of general concern involved the ability of students and parents to make wise curricular choices; some feared that in making choices students would be motivated by short-term interests and thus would cut themselves off from future education or employment opportunities. Some students felt that taking the risk of making poor decisions about their courses could prove a very costly learning experience. The difficulty of involving students and parents in decision-making was stressed by some, as was the problem of "orchestrating" a student's program to suit his current state of development.

Some of the difficulties experienced in implementing the philosophical objectives of *H.S.1* were emphasized by representatives from small schools, who could not introduce a wide range of courses, and representatives from special vocational schools, who felt that their courses required more structuring than regular programs and that more direct and immediate goals would be more helpful. Here again, it was made clear that complaints were directed more at the difficulty of implementation than at the underlying philosophy of the program. Some principals want even greater freedom than that presently granted in *H.S.1.*

The following are specific recommendations for changes to *H.S.1* received from regional reports. They are included to indicate the range of feeling across the province.

1. More emphasis, effort, and attention should be given to intellectual standards and development, as well as self-discipline, student responsibility, and moral and spiritual development.

2. The duties of principals should be outlined more specifically, as they are in acts and regulations.

3. Students should not restrict their efforts to individual objectives, but should also learn to work for wider goals.

4. Recognition of the fact that "competition" is a very real part of life should be encouraged by providing more rewards for achievement.

5. The need to improve communication and liaison among elementary, secondary, and post-secondary levels should be recognized.

6. The present child-centred philosophy should be discarded in favour of the old subject-centred system.

7. Every effort should be made to avoid returning to the rigid package program of the Robarts' plan.

8. Schools should be encouraged to share responsibility for students total growth with parents and the rest of the community.

9. Schools should be encouraged to develop programs that reflect community needs and interests.

10. Free course selection should be introduced gradually as students mature and become more competent to make wise decisions.

Organizational Objectives

For the most part, support for the organizational objectives was expressed by and on behalf of students. According to many principals, the flexibility of the program provides for "late bloomers", increases student motivation and attendance,[1] and accommodates students with different abilities.

Some superintendents and guidance heads joined the principals in acknowledging the greater self-esteem afforded students, partly because of the elimination of prejudices associated with certain fixed programs in the past, and partly because students and classes are no longer labelled "good" or "bad". The students themselves generally agreed with this view, adding that the new relationships allowed them to learn more, mature faster, and have greater opportunities for social and emotional development. They also stressed the importance of increased opportunities for personal fulfilment and decision-making. Almost everyone agreed that students are happier functioning under the increased flexibility of the credit system.

With respect to the effects on the school, principals claimed that teachers are *being encouraged* more than ever to innovate, experiment, and improve their teaching methods. Most respondents reported that discipline problems are reduced in the schools due to the fact that students are less frustrated and less likely to develop "in-groups" or "cliques". Approval was also expressed for the philosophy of a locally developed curriculum, which allows schools and boards to take advantage of local educational resources and to meet the particular needs and interests of the community.[2]

The almost universal acceptance of the subject promotion philosophy is clouded by high failure rates in the early years in some secondary schools. Some teachers felt that subject promotion tended to raise standards and expectations, as teachers are no longer pressured to raise failing marks to prevent a student's losing his whole year. Others envisaged a lowering of standards, as students always tended to work to their own level. Some teachers also felt that the system encouraged them to compete for student enrolment, and that standards would be lowered as a result.

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[1] For implications of the credit system on attendance, see *Definition of a Credit*, p.9.

[2] For discussion of local development of curriculum, see *Development of Courses: Guidelines*, p.7.

Negative reactions to the organizational objectives related primarily to the increased pressure experienced by principals, teachers, and guidance personnel. As with the philosophical objectives, the ideal was considered worthy but unattainable because of lack of consistency in students' needs and aspirations, the wide range of student ability budget limitations, and increased pupil-teacher ratio. Some of the harmful results noted included increased attendance problems due to skipping, loss of school spirit, dropping enrolment in such subjects as French and history, and alienation.

Another aspect of the system that disturbed some teachers is that individualized programming will allow students to take "easy" courses without any need to meet "realistic" demands. Some teachers found it difficult to develop an individualized approach that would accommodate the wide variety of learning abilities in their classes, with the consequence that their teaching tended to be directed to the middle or lower end of the scale, encouraging mediocrity. Some teachers stated that student illiteracy and inability to articulate because of lack of training seriously hampered participation in decision-making about their program.

Some respondents stated that the philosophy of students and teachers working together is not being given a fair chance in the schools and that relatively few are encouraging the opportunities for creativity that the credit system allows. This situation is due partly to the difficulties experienced by some schools in offering a wide range of courses or providing in-depth programs. Some respondents expressed the view that the credit system cannot effectively foster creativity because it does not ensure the learning of basic skills necessary for creative innovation, and that organizational flexibility bears no relationship whatever to the acquisition of these basic skills. A few teachers felt that the credit system not only fails to promote excellence but underrates the value of effort and character-building. It encourages a range of courses too confusing for most students, makes it too easy to drop courses, downgrades the knowledge of facts which are often the basis of reasoning, and implicitly denies the dignity of work.

Some students thought that while it is important to accept one's responsibilities, it is not in a student's best interest to have these responsibilities introduced to him too early or too suddenly. A few students also expressed the fear that local adaptation of courses might lower standards within their school and thereby decrease the value of their graduation diploma.

A number of recommendations were submitted and are included for consideration.

1. It should be recognized that quality and dedication of teachers are paramount in implementing both the philosophical and organizational objectives of *H.S.1.*

2. A grade 10 diploma should be instituted.

3. A guide should be provided outlining the number of different courses that would be reasonable in schools of different sizes.

4. The credit system and subject promotion should be introduced in the Senior Division only.

5. The credit system should be extended to grades 7 and 8.

Building a Student Program

Areas of Study

Responses to this section indicate general acceptance of the principle of organizing student programs under four areas of study. At the same time, many respondents expressed a wish for a core program or some variation thereof. A detailed discussion of this topic is presented in a later section of this report.

The many qualifications that accompanied statements indicate that there is a range of opinion with respect to how improvements might be made to the classification of courses. Criticisms from those who feel that the organization offers too much flexibility indicate a desire for a clearer definition of areas. Representative examples of statements suggest that courses ought to be eligible for listing under one area only, that the Ministry should specify a standard acceptable classification for each subject, and that stronger measures should be taken to assure that each student is exposed to a broad program by obliging students to choose more than three credits from each of the four areas. Some students expressed the opinion that present choice is too broad and that too little guidance is being provided. On the other hand, there were a number who suggested that the organizational pattern was still too restrictive. A few felt that "the four areas should be abolished to give complete freedom of choice to students." A number reported that the regulations relating to the four areas are forcing "occupations" students to take courses that they do not wish to take.

There were only one or two suggestions for alternate patterns of organization. Some members of a faculty of education felt that freedom to choose should exist within courses but not among courses.

Classification of Courses

In *H.S.1* each principal, in consultation with his staff, is given the responsibility of classifying courses under four broad areas. Once again, this flexibility is accepted in principle by the majority of respondents. There appear to be, however, a number of misgivings about the way the principle is translated into practice. Many of the comments and criticisms stem from what appears to be a misunderstanding of intent. Representative of these are statements such as "health is a science and should not be classified under the arts" and "the statement that subjects may be included in more than one area should be clarified." Much of the criticism comes from teachers who feel that the Ministry should "establish fixed categories" or that "more direction (as to where courses should be placed) should be given to principals." It will be recognized that such statements arise out of the experience of teachers in a particular school and their value is therefore difficult to evaluate in a broad, representative context.

Development of Courses

1 - Guidelines

A majority of educators seem to support the principle that courses should be developed at the local level from Ministry guidelines. However, there is a consensus that the application of this principle is seriously impeded by certain obstacles: the inexperience of teachers in program planning, the lack of sufficient time for planning, and the vagueness of the guidelines.

The failure to cope successfully with these problems may account for the widely supported recommendation that "curriculum development responsibilities should be once again accepted by the Ministry." Other recommendations centred on the provision of adequate in-service training for teachers and the provision by the Ministry of resource materials that support its guidelines.

The need of teachers for training in course development was reiterated by several groups. One organization made the statement that "most teachers are not trained in curriculum development, and in many cases the necessary in-service training is not being provided."

A small number of teachers (mainly teachers of foreign languages) felt that because their subject is cumulative by nature they are at a distinct disadvantage in building new courses to attract students, and thus see *H.S.1* affecting their job security.

An additional concern centred on the problems encountered by the student who finds that there is significant variation in the content of courses when he transfers from school to school.

2 - New or Experimental Courses

The Ministry's procedures for approving new or experimental courses were the target of frequent criticism. These procedures were described as too burdensome and too bureaucratic. It was recommended that the Ministry set more definite deadlines for the submission of course outlines, and give more autonomy to regional offices. The extension of approval of Secondary School Honour Graduation Diploma courses from one to two years was applauded as a step in the right direction.

Parents were reported as believing that innovative courses create problems for the student who transfers from one school to another. While some parents expressed the view that there are too many new courses, students were of the opinion that there are too few *good* new courses.

Selection of Textbooks for use with Courses

The Ontario Federation of Home and School Associations expressed unqualified approval of the Ministry's policy with respect to textbooks. Another group indicated general satisfaction with one proviso: that Canadian books should be given preference only when they are at least equal in quality to books from other sources.

Preferential treatment of Canadian books drew some sharp criticism. "Why subsidize Canadian publishing at the expense of good education for our children?" was one of the questions raised. "The quality of a text and its suitability for the course should be more important than its Canadian origin" is the opinion of a group of eighty teachers. Other teachers expressed the view that the Ministry should disclose its criteria for approval of textbooks.

The need for French texts in French-language secondary schools was recognized.

In one region, a few principals, vice-principals, and teachers believe that approval of textbooks is unnecessary because texts are no longer a resource of major importance. Moreover, the requirement of approval negates the "openness" of *H.S.1*. Consequently, this group recommends that texts should be approved at the local level and that *Circular 14* should be abolished.

The Credit System and Diploma Requirements

Definition of a Credit

A substantial majority of respondents favour the definition of a credit as it stands.

Where approval was qualified, the following points of concern were identified.

- A number of parents, teachers, and administrators revealed a misunderstanding or overemphasis of the time component of the definition. It was suggested that the definition be *restated* to emphasize the work component. The clarification in *Response to Change*[3] was cited as most helpful.

- A few teachers feel attendance should be an integral part of the definition. Conversely, some students expressed concern over the fact that the awarding of a credit is being tied to attendance and discipline rather than to successful completion of work.

- Some administrators and principals suggested that "scheduled time" be replaced with "under the direction of the school" or "approved learning experiences".

- Some felt that the phrase "work *normally* completed" relied on practices of the past and would not be easily understood by inexperienced teachers.

- A few wished clarification of the phrase "*successful* completion".

Requirements for the Secondary School Graduation Diploma

A majority of respondents from all categories indicated approval of the requirement of 27 credits for the graduation diploma. Where other suggestions were offered, the numbers ranged from 24 to 32, with teachers tending to want the higher numbers and parents and administrators favouring a lower number.

Very few comments were received regarding the requirement of 3 credits to be taken from each of the four areas of study. Those received endorsed this requirement.

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[3] Ontario, Ministry of Education, *Response to Change*, October 1972.

There were a number of suggestions to discontinue the graduation diploma and replace it with a transcript or assign it a new name. It was also suggested that there be several types of diploma, each to identify in some way the quality of work required to earn it. This might be based on the number of credits, degree of difficulty of courses, or some other criteria.

There was a good deal of comment on the desirability of making Senior Division credits a requirement for diploma purposes. Some groups feel strongly about the matter and suggested requirements ranging from 3 to 14 credits. Others feel there should be no restrictions and commented favourably on the fact that "occupations students" could now expect to earn a diploma.

1. The statement that "principals should encourage students who are capable to take more than the minimum program required" appears to be almost universally acceptable. Some parents and administrators feel it should be given more emphasis.

On the other hand, some concern was expressed that encouraging students to take more than the minimum number of credits per year could have undesirable consequences. Among the fears expressed were the following:

- Acceleration may be socially and emotionally undesirable.

- The increased number of courses being taken could result in increased costs.

- Students who accelerate in their first years may enter their senior years requiring only a very few credits. The resulting unscheduled time may not be well used.

2. There were few responses to the section quoting the legislation that requires English to be a mandatory subject in French-language schools. A substantial majority of those responding, however, felt that this compulsion should be removed because it is not compatible with the philosophy expressed in *H.S.1*. They felt that if English is compulsory in French-language schools, then French or Français should be compulsory in English-language schools.

3. The statement in *H.S.1* that the principal may make specific recommendations on the basis of a student's needs and the facilities and courses available generated many comments. The questions of compulsory subjects and core programs emerged as major issues. A very large majority of respondents argued strongly in favour of prescribing a specific subject or group of subjects for all students. The concern appears to be based on the fear that, given the responsibility, many students and their parents, either by choice or through lack of knowledge, will decide to omit subjects considered by many to be basic to a secondary school program. Many, therefore, regard some form of prescription as a "protective" necessity. Groups concerned, however, were not able to produce facts to support this pessimistic view, and a number of schools on the credit system reported no problems in this regard.

Most of those favouring a core program see it as required principally in the first and, to a lesser extent, in the second year of secondary school. It is contended that students and their parents cannot be expected to be sufficiently knowledgeable about the secondary school programs until they have been exposed to them. They therefore might not be sufficiently aware of the significance of certain decisions.

An interesting suggestion was that a minimum level of competence in English and Mathematics might be a more valuable requirement for students than a particular number of courses. Other suggestions included one that a core program be identified but not required, and that the Ministry go on record as recognizing the significant contribution that certain courses can make to the education of all young people.

While the demand for a prescribed core is strong, it is not universal. A considerable number of superintendents, principals, and students were strongly opposed to any restriction of the present freedom.

There is little consensus on the composition of a core program among those who advocate one. English (or Français) and Mathematics emerged as priorities among the many different subjects suggested. Very few would extend the compulsory study of any subject, with the possible exception of English, beyond the Intermediate Division.

There was no agreement on who should be responsible for establishing compulsory subjects or a core program. Many feel it is a Ministry responsibility; equal numbers believe it should be the responsibility of the board or the local school. A number feel that every student is unique, and that the prescribed core should differ for each student and be designed by the principal and staff on the basis of the student's special needs.

4. There is almost complete acceptance of the statement concerning prerequisites in the 1973-74 issue of *H.S.1*. It was requested that *H.S.1* contain an outline of the "current educational theories" referred to in the statement. There is a minority of teachers who would like to be able to establish rigid prerequisites for most subjects.

5. The section on responsibility for choice of subjects provoked a great deal of discussion but there was no unanimity of opinion. One association endorsed the position that students and parents should have the right to choose, and another association drew attention to the fact that this right was contained in the United Nations Bill of Rights.

Support for the position among parents and administrators is based on the belief that students can and do choose wisely, and that carrying this responsibility helps the growth of decision-making skills. Students support this position.

Those opposed to parental and student choice take the opposite viewpoint. Many parents feel that students lack the necessary informati guidance, and maturity to make wise choices. Many teachers believe that students will not choose wisely and that the school should exercise some control. Some principals want the authority to dictate course selections.

It appears that fear of the consequences of free choice is greatest where the system is just being introduced. The longer a school is on the system, the less critical the issue becomes.

6. There was no comment on the statement in *H.S.1* that no courses should be established with a value of less than one-third credit.

Requirements for the Secondary School Honour Graduation Diploma

There is almost total acceptance of the requirement of 6 credits for Honour Diploma. Some parents and superintendents expressed a desire for an objective standard as measured by a formal examination or other objective evaluation.

Few comments were received on the ruling that fractional credits les than one will not be counted toward the Honour Diploma, although som teachers feel this ruling is contrary to the philosophy of *H.S.1*. Th point was made that half credits are awarded at the university level

The freedom of choice in Honour Diploma courses received almost tota acceptance.

Additional Information Regarding Diplomas

Secondary School Graduation Diploma

2. There were very few responses to this section on the achievement form. Respondents agreed that the individualized program necessitates the use of the student achievement form and that the transcript of achievement is more valuable than the diploma.

3. It was stressed that the provisions recognizing music studied outside the school should be retained. This is of particular benefit to smaller schools which are unable to offer the music option. It was felt that the term "in lieu of" needed to be clarified; for example, some schools would like to award credits for music courses taken in the school, and additional credits for music certificates earned outside the school. It was recommended that at least one French-language music institution be added to the list of accredited institutions.

Secondary School Honour Graduation Diploma

To overcome the possibility of misinterpreting this section of *H.S.1*, several suggestions for clarification were made.

It appears that many principals are unaware that diplomas may be awarded at times other than the last school day in June. It should therefore be made clear that a diploma may be issued whenever a student has earned the requisite 6 credits, and that the student may then be excused from further attendance.

5. It should be made clear that where a student uses the provisions permitting him to count an Honour Graduation Diploma credit as one of the 27 for his Graduation Diploma, he may later replace the Honour Diploma credit so used by a Graduation Diploma credit and thus "release" his Honour Diploma credit to be used as one of the 6 required for that diploma.

6. Note 6, which places "upon the principal the responsibility of ascertaining whether a student has completed successfully the requirements for the diploma when standing in some of his courses has been obtained at another school" is seen to suggest an unethical challenge by one principal of another principal's professional standards. For example, some principals have been questioning credits granted by night school principals at other schools. It is felt that a credit granted by one principal must be accepted by another principal, and that the responsibility of guaranteeing diploma requirements ought to be borne by the Ministry.

There were requests for additional notes in *H.S.1* to provide clarification of the following:

a) granting of credits by elementary schools

b) summer school and night school credits

c) equivalency credits for mature students or for work done elsewhere.

Private School Students

No comments were received on this section.

Private-Study Students

Respondents felt that this section should be retained as long as the schools were going to be responsible for private-study students, with an addition to the effect that "the principal should arrange for a process of evaluation of the student's work, provided that the course is currently being taught in the school."

A few respondents favoured an earlier control date to provide a fair evaluation, such as November 1 or even the beginning of the school year. Others favoured deletion of the date, since the year does not have to start or finish at any given time for a private candidate.

It was indicated that, with the increase in day-to-day evaluation tasks, the handling of private-study students is placing unreasonable demands on the time and resources of some schools.

There was also a recommendation that students be allowed, as an experiment, to be private-study students, take correspondence courses, enrol for part- or full-time day classes, and enrol in summer school, i.e., that the student be allowed to choose the method he will use to obtain his education.

Correspondence Courses

There were three recommendations regarding correspondence courses:

a) The procedure for applying for these courses should be included in *H.S.1.*

b) Private school students should not be excluded from taking such courses.

c) Students registered in years 1 and 2 should be allowed to enrol in the same manner as those in years 3, 4, and 5 for courses not available to them in their home schools.

Planning and Services

Planning

The philosophy of more open planning was welcomed by most of the people who responded to this section.

Parents readily identified principals and teachers as key personnel in the planning process. Many parents lack confidence in their own ability to contribute to the planning process.

To facilitate communication in the planning process, the Catholic Parent-Teacher Association and the Ontario Federation of Home and School Associations offered their services to help keep the community informed of "current trends in education and the specific aims associated with particular changes in the schools".

The Ontario Federation of Home and School Associations particularly supported Ministry documents such as *Response to Change*. They recommended that "fact sheets" be distributed periodically to parents, informing them of new course guidelines and policy discussions affecting the learning program.

There was general agreement that under the credit system there is greater communication between students and teachers in the school, with teachers assuming more and more the role of advisers.

It was felt that co-operation was improving noticeably between secondary schools and their feeder schools.

On the other hand, some teachers and parents reported that, in their experience, co-operation and communication remained mostly theoretical goals.

Despite the efforts of schools to hold "H.S.1 nights", publish student handbooks, and use newspapers to publicize the new approach, there was a general feeling from all quarters that many parents had not been "reached" during the introductory phase of the credit system. In some cases parents felt that they had not been encouraged to participate and that the dissemination of information had been inadequate.

In one county, students reported that they had indicated a desire to take part in planning, but both teachers and board members had looked on the request with disapproval and questioned their ability to take part.

Students were repeatedly reported to be experiencing loss of identity and feelings of alienation. It was felt that the following factors contributed to this problem:

- size of school
- lack of a cohesive home-room class
- lack of a home-room teacher to whom the student could relate.

Some respondents believe that the "house" system helps overcome this problem. One group of trustees suggested that to counteract the danger of depersonalization in the schools, home-room teachers or tutors be attached to groups of students and their parents.

There was a general feeling that teachers are not prepared for the new system. Many teachers expressed the opinion that schools do not have the money, time, or resources to provide the necessary in-service training. In fact, concern was expressed that many of the new organizational patterns are inconsistent with the "ceilings" imposed on educational spending. Concern was expressed that the present teacher-pupil ratio makes all suggestions in *H.S.1* concerning planning and services impracticable.

One group of Francophone educators suggested that, for Francophone students under an Anglophone principal, a Francophone teacher be appointed to help the students in matters pertaining to their program.

Guidance

All respondents placed strong emphasis on the necessity of providing adequate, competent, and comprehensive guidance services if H.S.1 is to be effectively implemented. Because many boards and principals have not recognized this priority, it was recommended that *H.S.1* be more explicit in this matter.

There was a consistent demand from parents, students, and educators for more orientation programs, more parent meetings and interviews, more counselling, and more information on school programs for both students and parents.

It was recommended that more guidance relating to the secondary school program be provided in the elementary schools, that group guidance classes be provided in secondary schools, and that counselling interviews be made mandatory for students, at least in the first two years of secondary school.

Existing guidance services received heavy criticism. While members of the community can provide assistance and teachers can disseminate basic information, particularly about courses, the H.S.1 emphasis on the uniqueness of the individual demands that time and personnel be available for individual counselling of the student and his parents. More and better-trained counsellors are needed.

It was recommended that *H.S.1* include examples of how schools handle orientation programs, staffing of guidance departments, selection of options, and dissemination of information.

In summary, it was generally agreed that *H.S.1* must state the case for more comprehensive guidance services, establish a high priority for them, and demonstrate how such a service can be provided in every school to encompass not only the students but the parents and the community.

Library Resource Centre

There were only a few comments on this section but a number of recommendations. The most general comment was that resource centres have improved considerably. This has resulted in more students making use of these facilities, particularly students on unscheduled time.

Recommendations came from all categories of respondents. A group of supervisory officials and some teachers recommended that resource centres be open at night and on weekends; one association recommended that schools explore the possibility of obtaining volunteer parent aides; a poll of 723 people in one region indicated agreement that regular classes should not be scheduled in the library or media centre, except to familiarize students with the resources available and the methods of using them.

Occupational Education

The objectives listed for occupational education were strongly supported. Comments such as "this will help to eliminate academic snobbery", "occupational students will be taken out of the basement" and "occupational students will no longer be regarded as second class citizens" indicate the general tone of the reports.

Most respondents favoured the ruling that now allows occupational students to earn a Secondary School Graduation Diploma. A few teachers objected to the ruling, claiming that some occupations courses are not worthy of a credit.

It was generally agreed that the new system would benefit many occupational students by encouraging them to stay in school longer. One comment worthy of note warned that the extension to the third and fourth years is likely to produce a sheltered workshop environment which may foster the "welfare syndrome".

It appears that some schools are experiencing difficulty in implementing the philosophy and organizational recommendations.

It was recommended that the number of vocational options be increase for students who can benefit by taking them.

It was suggested that, in order to provide the environment most conducive to learning, limitations be set on the number of students admitted to occupational courses and that priority be given students who would benefit most from such a program.

This recommendation is not meant to imply that these students should be locked into a prescribed program or that other students should be excluded from occupational courses, but is intended to emphasize tha certain students must be given priority with respect to courses, teachers, materials, and facilities.

The *H.S.1* directive that "the decision as to whether a course is to assigned credit value or not is to be made by the principal in consultation with his staff" was questioned. Concern was expressed tha principals particularly eager to maintain high standards may use thi statement as a means of refusing credits and as a result discourage pupils from taking occupational courses.

It was felt that "job training" should be obtained outside the schoo or provided by industry in cases where students spend part of their school day or week at school on general education and the remainder in an apprenticeship or job training situation. The value of out-of school training, particularly in the form of real work experiences, was stressed by principals of schools who have experimented in this area. They felt that greater consideration should be given to this form of training.

A number of vocational teachers believe that the implementation of the new system will eventually lead to the elimination of independent vocational schools.

Certificate of Training

A number of respondents felt that the Certificate of Training should be retained and a transcript provided to ensure full understanding of it.

Many of the responses indicated that the certificate is held in high esteem by the occupations schools.

Some respondents felt that this certificate should now be eliminated.

Special Education in the Secondary Schools

A high percentage of respondents agreed that Special Education students should be integrated only on condition that they do not prove disruptive to the rest of the class. It was felt that where teachers are expected to integrate Special Education students into regular classes, they should be given special training and resource personnel to handle this effectively.

The concern was registered that the integrated special student may become more aware of his disabilities in a program that is designed for regular classes. This could lead to psychological problems, failure, and even dropping out.

Provision for Summer School Students

The provisions for summer school were generally acceptable.

Students tended to favour the summer school concept more than teachers and trustees. The students felt that admission to the summer programs should be less restrictive and that more summer schools should be made available.

The teachers and principals, on the other hand, were of the opinion that summer schools tend to encourage failure in regular schools. They generally agreed that the hours in class for credit at summer school fall short of the 110-120 hours stipulated in the *H.S.1* definition and that student effort does not equal that spent on a regular course. Teachers also felt that no more than one credit should be allowed a student each summer and that the summer schools should not be used to accelerate students.

Some trustees opposed summer school programs because of the added costs involved.

Identification No. 73-74/3